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ABSTRACT

In fall 1989, the Nanaimo (British Columbia) School District No. 68 asked five people, selected from the school system and community, to evaluate the "Steps to Maturity" Program (STMP), a district-wide family life education and affective development program that has developed gradually since 1972. The evaluation team interviewed a large number of individuals and groups both within and outside the school system, including students, parents, teachers, administrators, health care profesionals, and the general public. They solicited perceptions of the program, impressions of its strengths and weaknesses, and ideas for its future. This document presents the results of that study, outlining the background of STMP, describing how the study was done, citing representative responses, providing a cost-benefit analysis, and discussing results and recommendations. The study concluded that STMP is a valuable resource for teachers, students, and parents alike; that it has kept its credibility through a holistic approach and a commitment to high standards of delivery and content; and that the community is highly supportive. Recommendations are listed under three categories: personnel, program, and public awareness. An assortment of program literature is appended. (TE)

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SCHOOL DISTRICT NO. 68 (NANAIMO)

EVALUATION

STEPS TO MATURITY PROGRAM

June, 1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Committee Members:

Mrs. Carolyn Iles
Mr. Brian Lapadat
Mrs. Loraine Leeming
Rev. David Moddell
Mr. Trevor Muise

Section I: Summary

In the fall of 1989, the Nanaimo School District asked five people to undertake an evaluation of its own District Program called "Steps to Maturity" (STMP). The evaluation team included people from within the system and representatives from the community. This document is the result of that study. The evaluation was done by the district as part of its own commitment to assessment and planning. In this report the team outlines the background to STMP, describes how the study was done, and discusses results and recommendations. The reader will see that the unique characteristics of the program meant that our study had to focus on the affective nature of this kind of educational process. We found that the STMP has a solid reputation and high respect inside and outside the school system. We also found that the vagaries of life have changed the program in ways that are troubling. Our report thus makes some recommendations that will enhance and support the already valuable and important work being done in this area. It is clear to us that there needs to be a commitment by the District to return to the holistic vision of the original program. To accomplish this, there needs to be decisions made in three main areas: personnel, program and public awareness. You will find our recommendations about a full time coordinator, increased staff training and other needs in the section titled Recommendations.

What became clear to us, in this time of rapid change, is that the STMP is a valuable resource for teachers, students and parents alike. STMP has kept its credibility through a holistic approach and a commitment to high standards of delivery and content. Because of this credibility, the community of Nanaimo is very accepting of the STMP and we foresee continued support if high levels of excellence are maintained. We hope this report will help the district in its planning, so that this excellence will be sustained. This is an important program for our children and for the future of this community. We thank all those who took part in this study for their commitment to this process.

Committee members included: Mrs. Carolyn Iles, parent/public, John Barsby Secondary/Harewood Elementary Schools; Mr. Brian Lapadat, Administrative Officer, Quarterway Elementary School; Mrs. Loraine Leeming, Kindergarten Teacher, Seaview Elementary School; Rev. David Moddel, parent/public, Brechin United Church/Departure Bay School; Mr. Trevor Muise, Counsellor, John Barsby Secondary School.

Section II: Background Information Concerning the Program

The Steps to Maturity Program had its inception in 1972. Joan Jakes, the originator of the program, came from Edmonton to create and coordinate an affective, preventive and developmental program. Joan's vision was strong, and within a few short years the program was well known, not only in School District No. 68, but across B.C. In fact, requests for information on the program came from across

Canada, the United States, and as far away as England, Australia, and New Zealand. School District No. 68 was indeed the "Light House District".

In an interview with the evaluation committee Joan was able to convey something of the spirit of those early years. Process was all important, content secondary. Children were to be nurtured, respected, and allowed to grow and develop with an understanding of their emotional needs. Teachers and parents needed nurturing as well. To these ends Joan gathered around her a team of highly trained teachers, aides, and volunteers. Anyone connected with the program had to meet exacting standards to be a part of its sensitive mandate. To ensure support, the program was overseen by an advisory board with wide ranging representation from community groups. This gave the program not only support, but credibility in the wider community.

Family life education was only a part of what the original program dealt with. The whole affective domain of education was the territory that the STMP Staff called its own. If a teacher or a group of students had a need STMP staff were there to help, support, and show the way to deal effectively with the situation. But Joan never saw the program as continuing indefinitely. In fact, she hoped to foster an approach to teaching which would spread throughout the district, then the program itself could be dispensed with.

In addition, Joan built up an impressive collection of references, teaching materials, program guides and audio-visual materials which forms the core of the Steps to Maturity collection. When restraint hit, the STMP program was hard to cut; as it had touched many people deeply and it had a host of strong supporters. However, the program was terminated in September of 1983.

It wasn't until September that a resource teacher, Roberta Manzini, was hired to implement the CARE kit in the district. Today the program has expanded to two resource teachers and two full time aides, plus two half time aides and a secretary 20 hours a week, and 10 hours of library clerk time.

Personal safety programs are part of the new mandate. In fact, it was the growing need for the educational community to deal with the perceived threat of child sex abuse, and later A.I.D.S., which helped bring the program back to life and kept it alive through the financially troubled late eighties.

These new realities, combined with a new organizational structure, also transformed the program into something quite different. The process of change was accelerated as the transitional but governmentally mandated programs of Family Life Education began to dominate the time of the Steps to Maturity Staff more and more. Most recently the politically sensitive issue of decision making re: installing condom machines in school washrooms was given to STMP staff to handle. This further changed the use of their time, and further confused their role in the eyes of both the educators and the public.

Now STMP staff are responsible for a series of mandated and clearly delineated programs while trying to stay true to the spirit of the original program, to nurture

and support the developmental process. Further, they must do this without a coordinator to oversee the long term process, to help it grow, give it direction and a true sense of vision. Instead, they have at the helm resource teachers who come into the program fresh every two years and take a period of months to learn enough to be truly effective. (In addition, they supervise aides, some of whom have fifteen years of experience with the program, and are thus much more familiar than the resource teachers with both the current materials and the original mandate of the program.) As a result it is difficult to coordinate philosophy, procedures, and implementation strategies. Add to this the need to spend time carefully documenting budgetary needs and Steps staff have less time and energy to devote to the delivery of service. In fact, they are working tirelessly to provide services directly to students, to train and in-service teachers, and to keep parents informed. At the present time, as you will see in our response section, the demand exceeds the supply of the STMP staff's time and energy with the net result that service in the schools is hit and miss in some areas from K to 12. This is also partially the result of constraints on the time, resources, and availability of trained personnel in the schools themselves.

Please refer to the Appendix for background information on current goals and objectives, STMP monthly staff report, present STMP personnel and STMP resource library bibliography.

Section III: Description of the Evaluation Study

The purpose of this evaluation process was to provide the Nanaimo School District with a study of the present STMP, its delivery and its possible future. Such a study will aid the district to assess one of its own programs, to make budgetary decisions, and to set future directions. Our task was to gather data and information that would help the district know the value of the program itself and prepare for the future. We were told that staff performance was not our area of concern, but that the goals, content, delivery, effectiveness and perceptions of the STMP should be our focus. This district is committed to evaluation of its own programs at regular intervals. The STMP was last evaluated ten years ago, so it was time to look at things again. As well, the up-coming changes provincially that will occur as part of the Year 2000 report, and Learning for Living Curriculum will affect this program, so it is important to begin to prepare for the changes. Hopefully this report will assist the district in this preparation.

The design of the evaluation itself took the form of an anecdotal study that included interviewing individuals and groups of teachers, students, parents and community members. This style of study was chosen for a number of reasons. We are aware that many people resent another questionnaire and might not respond to another piece of paper. Also, the STMP is in and of itself an affective program, which means it is not easily quantified. We decided to make direct contact with as many people as possible in order to hear their views. The evaluation team has interviewed individuals and groups, from both within and outside the school system. We have

elicited information from approximately 1,000 people. We were able to form a number of focus groups by asking existing groups for time on their agenda. We attended staff meetings, committees, parent groups and classes. The list of groups we contacted is attached. We also consulted directly with STMP staff and district officials. In some cases we formed special focus groups from the community or talked to key individuals in organizations. The STMP staff provided the current written goals and objectives, monthly reports, listing of teachers inservices and other information.

The form used in our interviews is in the appendix. We asked people to respond in three main areas. We wanted to gain a sense of peoples perceptions of, the strengths and weaknesses of, and their ideas for the future of the program. A nice spin off was that we found ourselves doing a certain amount of education and raising of awareness as we did this evaluation.

Section IV: Responses

The following quotes are representative samples of responses that we received from focus groups. As you can see from these responses, STMP continues to be held in high esteem throughout the District.

"A very valuable resource for teachers" (Primary teacher).

"The basis for all learning ... promotes self worth and social skills" (Primary teacher).

"Knew it was cut back and happy when it was re-instated" (parent).

"Best thing since sliced bread" (Boys' and Girls' Club leader).

"Good program! Children wouldn't get education if not given at school" (Mental Health nurse).

"This program needs to be protected [from cuts]" (Administration).

"It actually means a great deal to me. It's better than going to a library and reading about it" (student).

"Building a child's confidence and self-esteem at an early level to promote a comprehensive education" (parent).

"I'm just glad it is in place to help our children and to fill gaps that are often in the child's family life. It gives children same correct knowledge that otherwise might be missing" (parent).

"Empowering kids to take responsibility for themselves" (parent).

"Acknowledge the unhappy fact that young people need advice, counsel, social guidance, because many kids' home lives do not offer those advantages and aid. Yes - ESSENTIAL" (Member Advisory Board).

"Something that must be learnt while growing up so that you are aware of consequences. Also, how to deal with feelings and problems of maturity" (parent).

"Explaining more about preventing pregnancy, choices, about pregnancy, adoption and abortion" (VAST).

"This program teaches children to care for self and others, teaches responsible decision making and leadership qualities" (parent).

Although there were continual reaffirmations of the value of STMP, there was a clear mourning for the loss of the original intent and goals as introduced by J. Jakes.

"... not a program, it's a process" (former STMP staff).

"Cannot become mechanical - is not done in 12 lessons" [affective education] (counsellor).

"Program has been very invisible since restraint" (teacher).

"Since cut backs it (STMP) is less visible" (Primary teacher).

"Their profile with students and parents could be a bit higher" (Primary teacher).

"Now it is prepared as a course not a process" (counsellor).

"Before restraint their profile was a bit higher ... that seemed to have been lost with the Personal Safety Programs" (Principal).

"Parents are not as involved as they were. Now STMP has less of a high profile in the community." (School nurse).

Almost everyone we interviewed recognized STMP as an important part of the education system (some new teachers were unfamiliar with STMP). There were some respondents who were concerned about the shift in focus after reinstating the STMP from an "education to help prepare child for life" to preventative programs, e.g. personal safety and drug and alcohol abuse.

We observed further confusion about the role of STMP during the Condom Decision Process which was in progress during our evaluation period.

Much work needs to be done in the area of raising awareness of STMP.

There was evidence from some responses that little or nothing was known about the program and resources by some parents and teachers who were surveyed.

"I have never seen it" (teacher).

"It means little – no contact with it" (teacher).

"Don't know enough about it" (teacher).

"People who are new probably don't have a handle on it. Our new staff member is proof" (teacher).

"... lack of identification that the community has with the program -- do enough people know what 'Steps' is?" (community group).

"I would like to see kids, parents and the community as a whole become more familiar with STMP. How about a little more P.R.?" (Advisory Board member).

"Needs to be more visible" (parent).

"Parents don't really know what it is all about. I think they need a higher profile, somehow" (parent).

"There is a lack of clarity regarding the nature of roles, are they consultants, do they provide materials, are they people who will come in and do a program or train us? (Intermediate teacher).

"As an experienced teacher, I'm not fully aware of what resources are available and how I would use them" (teacher).

"Alcohol and Drugs. I had not heard of this before" (teacher 6/7).

"STMP doesn't have anything to do with 'Feeling Yes - Feeling No'" (teacher).

"If one is a new teacher, there is a need to know about the program - orientation (teacher).

There were others who had extensive knowledge of what was available. The brochure "Steps to Maturity ... a Curriculum For Caring" was a helpful springboard from which to check the extent of familiarity with STMP (see Appendix).

STMP parenting sessions were endorsed and more were requested.

"There is a need for more parenting programs like this one" (parent from parenting group).

"Breakdown in nuclear family, blended family and working families, parents need STMP more than ever" (Counsellor).

"More parent training sessions" (Parents who had completed parenting group).

"For me personally, the parenting groups raised my self esteem, increased my knowledge and understanding of myself and other people, gave me skills to improve my life and to help me be a better parent" (parent).

"Institute parenting program for high school students and kindergarten parents" (teacher).

"They used to work with families, especially to get families to communicate" (parent).

Concerns about coordination of the program and leadership which would provide continuity of the program in the District were heard.

"Focus on in-service - model the behaviours. Teachers should look at how they could integrate these lessons in the daily program" (teacher).

"Perhaps the Primary Helping Teacher could work with Steps staff on integrating the program" (teacher).

"Cooperative learning - social skills, nurturing, supporting and building on other's ideas" (administrator).

"Support teachers during transition" [Primary Program, Year 2000] (administrator).

"With the Learning for Living Program coming at us, I'm not sure where in the program we are going to find time for Steps. The Ministry seems to be making the assumption that you can jam more and more into the curriculum but with less time available" (teacher).

"I don't have a clear picture of how this is going to fit together in the next ten years in terms of the changes coming at us" (teacher).

"Biggest problem is the parents don't know what to do with the kids" (Community Group).

"You are the only program that touches more than 90% of community" (RCMP).

"The school is the only way we can reach most of the kids. Schools are the only way we can reach a mass audience" (RCMP).

"There seems to be a problem, then, in scheduling the STMP. Of which class will it be a part?" (parent).

"Our hope is they continue to grow, to adapt to the changing problems our society faces" (teacher).

It became clear to us that administrative duties such as budgeting, accounting every month, scheduling, take away from teaching time. One suggestion was to increase staff to 8 full time teaching assistants plus one coordinator and 2 resource teachers.

"They should come into all classrooms at least once a year" (teacher).

"If they are to be responsible for the new curriculum developments, they need more staff" (teacher).

"Spread too thinly. Needs more resource people" (parent).

Coordination of the program would solve many of the present problems described to us.

> "Constantly changing staff each with their own ideas, methods and goals, seems to me to make it hard for all staff to model the concepts they're trying to promote and hard to deliver the program in a consistent, dependable manner" (counsellor).

Screening of materials is also part of STMP staff's mandate and needs to be coordinated.

> "I feel comfortable that there is someone available in the District to screen resource materials and classify them so that they fit the philosophic points of our district goals" (STMP Advisory Board).

Not only is it clear that there is bound to be a period of transition ahead of us as we begin the new programs (e.g. Primary, Year 2,000) it is apparent that in the past STMP staff have felt the impact of constantly changing personnel.

> "If title [resource teacher] becomes STMP teacher it could be subject to same criteria as regular transfer ie. 5-10 years" (former STMP teacher).
>
> "It [STMP] needs continuity of staff so that relationships can be built between staff and students over the years" (STMP staff).
>
> "The teachers in the program should stay for more than 2 years. You just get to know them and they are gone" (RCMP).

Background and training for the coordinator and resource teachers came up as an important issue:

> "Experiential process needed in staff, not simply a teacher, a holistic person" (counsellor).
>
> "Management skills, helping relationships, encouraging personal initiative, group process, consultation skills, problem solving with others" (former STMP staff).
>
> "A professional with health background -- up-to-date on AIDS, etc." (community group).
>
> "... courses in communication skills and group processes and be well versed in the realm of affective education where the process is the important element and the content is secondary" (former STMP staff).
>
> "Staff trained to handle sensitive issues" (teacher).
>
> "A group of humanistic people" (Advisory Committee member).

"I learned through observation of their skills, handling sensitive topics" (teacher).

"I'd like to watch them in action in my classroom, so I can learn from the doing" (teacher).

"These are highly professional people, well trained. They did a great job with the four seasons they did for my class. The feedback from the students was extremely positive" (teacher).

"I've used it [STMP] over different times, for different topics, always were well-organized and well led groups" (teacher).

"As a teacher they trained me and also helped teach students" (teacher).

"The small group discussions are best ... they are very useful in allowing children to ask questions they might not otherwise ask. (Skilled small group discussion leaders, enable this to happen). The program has attracted a high caliber of people who inspire confidence" (teacher).

Male and female teams as resource teachers were supported:

"Man and woman together as teacher team" (student).

"I like a man and woman to come and teach it" (student).

"Females prefer a female teacher" (female student).

"You want a lady to talk to you if you are female" (female student).

"Male teacher to teach males" (male student).

"Have a guy/girl combination to teach program. e.g. Mr. _____ and Mrs. _____ because they keep confidences" (student).

It is clear that although no complaint is made about the quality of service provided by the STMP, a lack of <u>enough</u> service was a frequent complaint. Demands are just not being met.

"Used to have more staff and many aides, so could be out in classes more. They need more funding, so they could have more staff" (teacher).

"They need more people to address the needs in the district. They are understaffed, especially with the way the curriculum has changed. There is more need for trained personnel in their (STM) subject area. This is obvious from the heavy bookings they have. Right now they are booked 2 months ahead of time. A new teacher may not get the help she/he needs, due to need to prebook so far in advance. Once they [new teacher] know about the program, it's too late to book" (teacher).

"But they are very quick to book up. You can't wait until Spring to book ... They are already booking for next year" (teacher).

The duties and responsibilities of the clerical staff for the STMP have been many, more than could be completed during the hours allotted to this position.

Frequently we heard concerns regarding the STMP aides.

> "Volunteer training was a strength. Parents were involved at more than an informal level. It was at a nurturing level" (counsellor).
>
> Presently "No training for aides - no two years of preliminary training as before. Yet they have to be skilled in opening up in group discussions. You can have your heart torn apart, but you have to be ready, prepared in communication skills" (high school nurse).
>
> STMP aides' "respect is not commensurate with the responsibility of the job" (former STMP staff member).
>
> "... took on groups, open to any questions thrown at them" (teacher).
>
> "The title Teacher Aide is inappropriate -- may have to coin a new title: Steps Facilitator" (former STMP staff member).
>
> "This title has caused conflict because STMP T.A.'s do have more responsibility than classroom T.A.'s and facilitate discussions" (former STMP staff).
>
> "These people have very good communication skills and are undervalued and underpaid in my opinion. They are the backbone of STMP" (current STMP staff member).
>
> "Full time T.A.'s vs. 1/2 time T.A.'s, more bodies but may not help with continuity."

The personal safety training courses have been well received by most teachers. There are many teachers in the District who have now received this training.

There is a concern from parents that the people who teach their child are properly trained as well as, if not more importantly, that they are good role models who are attuned to the affective side of education.

This year, some teachers have been unable to receive this training because of a shortage of money to pay for substitutes. When the money was eventually available, the timing was too late in the school year to have the programs taught to present classes.

Currently, personal safety programs are not being offered in every school in the District, depending upon staffing and staff training. Most children receive the courses but in some cases, it is "patchy". A lack of materials (e.g. CARE kit) in the school or a lack of availability in the district on a lending basis, prevents the courses form being taught in some cases.

Some teachers have taken the training, but are not teaching the course to their classes, through personal choice. Principals may not be aware of this situation, or

STMP may not be a high priority with them. Our survey of principals indicates at present:

9 schools not getting Personal Safety Program at Primary level.

13 schools not getting Feeling Yes/Feeling No at Intermediate level.

5 schools not getting Grade 7 Family Life at Intermediate level.

There is no clear way to check a child's student records to see if and when they have received personal safety education at school.

Parent information evenings, where parents have the opportunity to preview and discuss the programs to be taught at the schools, are being less and less well attended. We deduced that the parents could be feeling familiar and comfortable with the programs, therefore they chose not to attend. It could be that the very people you want to come out and see the materials are people who need to be at home with their families. Or, it could be a lack of enthusiasm and tiredness after their working day. Respondents did suggest that parent evenings could be better "attended" if broadcast over the local T.V. station.

In the mandated family life program, students responded strongly to the out-dated and therefore amusing films which are used to explain very serious topics such as birth control, STD - information which is crucial to their futures but is masked by old-fashioned styles or a strong regional dialect.

> "They are really old films!" (student).

Parents also feel the films, materials and information given thereby, should stay current.

> "Right now, program [films] and people rather WASP-ish for a mainstream school approach" (teacher).

Perceived mistakes or misinformation on health issues in the delivery by classroom teachers was a concern voiced by professionals, parents and students. This highlights the need for continuing in-service to teachers by STMP staff and health professionals.

Respondents, especially secondary school students had positive comments to make about guest speakers from specialty areas (e.g. health, drug prevention) coming in to provide their knowledge and expertise during STMP. They felt the question period was an important part of sessions, which should not be omitted because of time constraints.

Concerns were voiced by teachers who were left to "finish" or "continue" the course begun by the expert team from STMP, when the teacher felt inadequately prepared and neither capable of doing a good job nor comfortable with topic.

STMP staff also have concerns about doing this, but they have little choice other than spreading their presence thinly to many.

This continues to be a concern to get teacher sufficiently trained to deliver these programs and less dependent on STMP staff.

Grief counselling and other emergency types of service which STMP staff will provide, was in some cases very much appreciated but others felt that this work should be left to counsellors. This makes sense in view of how thinly spread STMP staff is already.

There were some people who would prefer to see a combination team, for such service, composed of both STMP staff, the school counsellor and school staff.

There is a library of materials available through the Steps office. Many respondents were unaware of this, some who knew, had little time to become familiar with what was there.

Section V: Cost and Benefits

A. Method of Calculating Costs and Benefits

The School Board budget book provided us with the budgeted costs and a study of the various budget functions gave us the actual dollar costs of delivering of the Steps to Maturity Program across the School District from K to Grade 12.

To assess the benefits of the program is much more subjective than determining the operating costs. How does one assess the cost effectiveness of any program that teaches children to be aware of their feelings and emotions and to learn those necessary life skills to become a self-motivated, self-directed, confident members of society? The Steps to Maturity Program functions in the affective domain. Therefore, it is difficult to assign a monetary value to this program.

By surveying the attitudes of students, parents, teachers, administrators, health care professionals and the general public we attempted to assess the worth of this program. Strategies we used included: interviewing of focus groups, holding public meetings, encouraging write-in submissions and surveying special interest groups.

B. Cost Associated with the Program

Dollars Costs - (taken from)

School District No. 68 (Nanaimo) Elementary Locally Developed Programs (Schedule B)

Costs:

Program	1.10	$ 88,454	*	(See Break Down)
	4.43	45,879	**	(Resource Teacher)
	6.07	23,165	**	(clerical costs)
		$ 157,498.		

* Program 1.10

Teacher Salaries (1.0 F.T.E.)	40,879.
Teacher Aide Salaries (1.42 F.T.E.)	28,464.
Substitute Salaries	5,045.
Fringe Benefits	5,666.
Travel/Mileage	3,000.
Supplies/Books/Equipment	5,400.
	88,454.

** Program 4.43

Resource Teacher - Salary	40,879.
Benefits	3,500.
Travel & Supplies	1,500.
	45,879.

***6.07

Clerical Costs - Salary	19,965.
Benefits	3,200.
	$23,165.

Note ** For the initial year funding for one resource teacher was supplied by the Ministry to help implement the mandatory Family Life curriculum at the grade seven to grade twelve levels.

NON-DOLLAR COSTS

Much time is being spent by STMP's staff consulting with administrators and teachers regarding the arranging for the timetables to ensure an equitable delivery of service. Evening meetings are held on request both at individual schools and in various target locations around the district. The purpose of these meetings is to introduce the Steps to Maturity materials and staff to the parent community and to answer any important questions parents may have about the various programs being offered.

Often these evening meetings require the staff to give of their own time and overtime remuneration is not considered appropriate.

C. Benefits Associated with the Program.

The Steps to Maturity Program Goals are stated to be:

- To strengthen personal and family living.
- To bring the home and the school closer together to work for the benefit of each child.
- To encourage personal responsibility and self discipline.
- To help young and old to respect and appreciate differences in persons, cultures, ideals and values.
- To encourage each other to develop his/her potential to contribute to the benefit of all.
- To help each school class and community to become a place where people care about each other's needs.

How does one put a dollar value on achieving goals that help to improve the quality of life of the students and teachers involved? How does one assess the extent that any educational institution is achieving its goals to develop a clientele with healthy minds and bodies? How does one assess the rate of success at motivating students to develop a desire to be life long learners?

The evaluation team grappled with these questions and decided that there is not an accurate scientific strategy or procedure to evaluate the goals in the affective domain. We also realize that there are many other community members who, at any one time, may be influencing the lives of our young people. Therefore, it is not possible to assess the cost effectiveness of any part of this educational process.

However, what we are able to evaluate is the extent ot which the Steps to Maturity Program is being employed through-out the district and whether or not the staff are able to keep up with the demand for their services.

Through consultation with focus groups, it is evident that the service is not reaching all students throughout the district. For example, the Care Kit, Feeling Yes - feeling No program, and Let's Talk About Touching program are being taught only in those schools where staff have been available to take the mandatory training. Often, within any one school, some students at the targeted grade level will receive the program while others at the same grade level may not participate because a trained facilitator is unavailable.

It is evident that more STMP staff are required to assist both with the training of qualified teachers and with assisting teachers in the delivery of the program. A

Spring personal safety course for teachers was cancelled because of lack of available funding and teaching staff to fill the class.

All focus groups indicated that more funding is required if an equitable delivery of services is to be achieved across the school district. The Steps to Maturity Evaluation Committee, in gathering information from school and community groups found that generally there is satisfaction with the program but that current staffing levels fail to meet today's needs and demands.

In response to this criticism, our committee produced an interim report for budgetary consideration on 90.02.11. In that report we recommended that additions to current staff be considered by the School Board during their 1990-91 budget deliberations.

Our findings indicate that in addition to current staff, a need for additional staff to include: 1. A Co-ordinator, 2. Increased Aide Time, 3. Increased Clerical Time. (See Appendix for interim report.)

Non-Dollar Benefits:

If we are to launch into the Year 2000 with all its new requirements for teachers and to properly implement the new Learning For Living curriculum, then additional staff and materials will be required. Teachers will need to be trained in the presentation of these new materials. Quality time will be needed to select and purchase new materials and time will need to be set aside for planning and implementing the new teaching strategies. Only through proper planning and scheduling, will we meet the needs for the coming decade.

Personal Safety Programs, Adolescent Development Lessons, Making Decisions, Ministry Family Life Programs, supplementary Workshops and inservice on topics such as: self esteem, communication skills, circle and class discussions, decision-making/problem-solving, brainstorming techniques, and community building activities all require careful planning, communicating and implementing. The non-dollar benefits will result in better trained, more capable teachers, and a better delivery system in every school for children with low self esteem, social and emotional problems, and for every student's decision making skill development.

The focus groups all indicated that they were pleased that students in this school district were becoming more capable at expressing feelings and emotions. They pointed out that with the background information around physical and sexual abuse being taught at a young age, more disclosures of both physical and sexual abuse have been reported by children to their teachers and in turn passed over to the Royal Canadian Mounted Police and the Ministry of Social Services and Housing. Often these disclosures may not happen immediately following a personal safety lesson. Rather, the children may take several months to a whole year to get up the courage to report the abuse to their teachers.

Furthermore, the Steps to Maturity Advisory Committee which is made up of a number of professionals from many different organizations and community agencies helps the STMP Staff evaluate new teaching materials and set up support networks for teachers and students. This committee contains many supportive individuals who have a great deal of expertise. Our evaluation committee believes that this is in itself a non-dollar benefit which needs to continue.

Section VI: Conclusions

The evaluation of any affective education program is difficult, if not impossible to measure accurately. Our committee has focused on assessing acceptance of the Steps to Maturity Program, within a changing educational system.

The response from community and school groups indicates a high level of acceptance, satisfaction and acknowledgement of the importance of the STMP activities. Dissatisfactions noted concerned scheduling problems, many of which directly related to current staffing levels. Teachers and parents new to the district or not directly involved with the programs had little understanding of the STMP.

Decisions regarding the STMP should be made after careful review of current provincial educational directives. Of particular note for this evaluation process was the Year 2000 Paper and proposed Learning for Living Health Curriculum.

Many of the concepts incorporated in the new Health Curriculum were concepts that formed an integral part of the original STMP. These include learning about self-esteem, relationships, community building, accepting differences and decision making.

The Year 2000 program trend towards integration of curriculum will impact upon the STMP. During the transitional phase, when more classroom teachers will begin teaching some of the current STM programs and start to employ affective teaching techniques, the STMP staff will need to expand to assist teachers to develop the necessary skills and understandings.

After the transitional phase, the STMP will need to continue to assist teachers in keeping up to date, coordinating presentations by community health specialists, ensuring presentations for parent groups continue, and making sure that new resources are assessed/purchased/distributed.

The evaluation committee in its work has often observed the stress many teachers and principals within our schools are experiencing. Change is a very stressful process. While we can provide no solutions, we do wish to highlight our concern.

A. THE STEPS TO MATURITY PROGRAM SHOULD BE CONSIDERED AN INTEGRAL PART OF THE CURRICULUM S.D. #68. AS SUCH, ITS FUNDING SHOULD BE SECURED SO THAT IT WOULD NOT BE SUBJECT TO FUTURE BUDGETARY FLUCTUATIONS.

1. Obvious strengths of the program include teachers gaining skills and self-confidence in affective teaching; children have more awareness of their physical and emotional development; students become more able to communicate more effectively; students becoming more able to share and deal with their feelings; students and parents more frequently reporting incidents/people that are suspicious, thereby enabling authorities to respond before dangerous incidents occur; increased reporting of sexual abuse; providing positive role models for students in how to relate, seek information, communicate; excellent resources for students, staff, parents, community; a bridge between families and school; assisting kids to develop skills to make decisions.

B. THE 1989-90 STMP GOALS SEEM APPROPRIATE FOR THE CURRENT EDUCATIONAL ERA.

1. It is important to note that where goals were not met this year, it can be directly attributed to insufficient staffing levels.
2. Goals for the STMP must be evaluated carefully each year, as the educational environment changes to include the Year 2000 initiative, and the Learning for Living curriculum come into place.
3. The Advisory Committee, composed of representatives of various community/school groups should continue to be a cornerstone of the program.

Section VII: Recommendations

Our recommendations are noted in three categories - personnel, program, public awareness.

Personnel.

A. A FULL TIME COORDINATOR BE EMPLOYED:

1. To provide direct leadership to ensure continuity of all STMP Ministry mandated Family Life programs, secondary level, with changing curriculum. There will be a need to coordinate training, and support for teachers who are assigned to teach new materials, and to monitor changing Ministry mandates and funding for the Learning for Living health curriculum.
2. To monitor and screen new resources, arrange for purchase and distribute resources. (For example: The CARE Kits are being "up-dated" by the producer). A Co-ordinator would ensure good decisions concerning acquisition of new/updating of current kits, determine if ministry funding was or is available, determine extend of retraining necessary. These functions are carried out currently by resource teachers at the expense of teaching/training time.
3. To ensure that community credibility is maintained and expanded, such as the Advisory Board and parent input/involvement. (To "foster parents as partners" as in the new School Act".) During transitional phases it is imperative to keep others informed of changing programs.
4. To promote team development and to hire individuals who are well trained and philosophically harmonious.
5. To oversee budget preparation, administrative details, so as to free resource teachers to teach.

B. THE TIME ALLOTMENT FOR TEACHER AIDES BE INCREASED.

1. To meet growing demands for current programs and help ensure program availability throughout the district. (To ensure new curriculum demands are met.)

2. To assist resource teachers in training and support of classroom teachers during the implementation of new educational programs/directions.

3. To provide increased public awareness and parent contacts through meetings, videos, news articles, community group contacts. Community support and the fostering of parent involvement has been a cornerstone of STMP's success. In order to ensure that this support continues, activities involving the community/parent groups must be continued. New methods of outreach need to be explored, e.g. cable television airing of parent information sessions, etc.

4. Because STMP staff deal with sensitive issues, it is imperative that they be well qualified. This committee strongly recommends only individuals who are properly trained in affective learning processes be hired. Originally, aides were hired who had completed an extensive parenting human development course provided by the STMP staff. As current staff levels preclude such a course, the district needs to seek out qualified candidates who have received similar training from other sources. The public credibility of the STMP stems in no small part from the respect accorded the general high quality of the staff, both teachers and aides.

C. CLERICAL TIME BE INCREASED.

1. With changing educational directions/curriculums, it becomes even more crucial for teachers to have an awareness of and access to good resources. It is essential to ensure efficient, dependable delivery of materials. This is particularly true of teachers learning new techniques, and seeking materials for topics they have not taught before. An efficient secretary can help keep track of scheduling and send out materials and notices, thus freeing the teaching staff to work in the schools.

D. RESOURCE TEACHERS REMAIN WITH PROGRAM MINIMUM OF THREE YEARS.

1. Particularly during this transitional time, Resource Teachers should remain with the program a minimum of three years. This will increase their effectiveness in the program, and with community groups.

E. MAINTAIN MALE/FEMALE BALANCE ON STAFF IF POSSIBLE.

1. Role modelling of decision making process, and imparting information about human development through a male and female staff member has been a very positive aspect of the STMP this year. Students, teachers and parents have noted this development, and wish it to continue.

F. THE BOARD EXERCISE GREAT CARE IN ASSIGNING STMP NAME AND/OR STAFF TO DEAL WITH CONTROVERSIAL ISSUES.

1. Lack of clarity regarding the Decision Process Committee (re. Condoms) has led to a public perception that the STMP staff are making decisions regarding condoms in our schools. There is great potential for jeopardizing STMP credibility within the community, and with parents.
2. Time required to carry out committee assignment at current staffing levels has resulted in decreased teaching/training time for students and teachers.

G. THE BOARD URGE ALL TEACHER TRAINING INSTITUTIONS TO INCLUDE AFFECTIVE TEACHING TECHNIQUES, PERSONAL SAFETY PROGRAM, LEARNING FOR LIVING PROGRAM TRAINING.

1. The Learning for Living health curriculum includes personal safety programs, integrated materials, and affective teaching methods. While our district has required all teachers to be trained before presenting the programs, and the STMP staff have modeled the use of affective teaching techniques, it is imperative that such training become an integral part of teacher preparation programs throughout the province.

H. EACH SCHOOL APPOINT ONE STAFF MEMBER AS CONTACT TEACHER FOR STMP.

1. During this time of transition, consideration should be given to ensuring each school has one staff person to work as STMP contact teacher, or as Joan Jakes suggested, "Life Skills Co-ordinator". This

individual could ensure safety programs, new curriculums, etc., are smoothly integrated, could support teachers and alert them to inservice opportunities, and assist not only in distribution but processing of information.

Program

A. THE FAMILY LIFE PROGRAM BE PRESENTED IN TOTAL, IN EVERY SECONDARY SCHOOL BY SPECIFIED SCHOOL STAFF.

1. Current requests for STMP staff to teach the Family Life Program cannot be met. This program is designed to be taught by classroom teachers, with STMP staff providing inservice and support. Each secondary school has been determining within which subject area the Family Life Program will be taught. Some years, even within a school, different subject areas are assigned the Family Life Program, thus requiring more staff inservicing, support, etc. Most of the schools would rather the STMP staff come in and teach these classes, and sometimes, when STMP staff are not available, some parts of the Family Life Program may be dropped. Because students assimilate information to different degrees at different ages, and understanding is increased with reinforcement, all the lessons of the Family Life Program should be taught, at the designated years.

   It would seem appropriate, during this transitional era, for district secondary schools to begin to develop a district wide process for the teaching of the Family Life program. As the concepts within the Family Life program will be incorporated into the new Learning for Living health curriculum, and as that is currently assigned to the Humanities Curriculum Strand, STMP staff could begin to inservice and support those teachers from the future Humanities subjects who will be expected to integrate the subject into their lessons. It is important that the adminstration of the district and schools work with the classroom teachers to determine some district wide processes for the teaching of the current Family Life, and future Learning for Living Curriculum. Any decisions will need to include inservice time/money for teachers.

B. THE DISTRICT NEEDS TO ENSURE ALL ELEMENTARY CHILDREN TAKE PART IN PERSONAL SAFETY PROGRAM.

1. Until the Learning for Living Curriculum, which includes mandated personal safety teaching, is in place, every effort should be made to ensure EVERY elementary school provides personal safety programs for children. Inservice Training monies must be provided when needed to ensure each school has sufficient adequately trained staff to teach personal safety programs each year.

2. There is increased need to have more coordination with the Primary Resource Teachers/Primary and future Intermediate Program Implementation Committees. It is important that STMP staff work with these committees/individuals to ensure no duplication of services, expansion of existing programs, and so teacher inservicing can be coordinated.

C. STMP PROVIDE TEACHERS AND ADMINISTRATORS WITH INFORMATION ON CURRENT FAMILY/HEALTH ISSUES, INCLUDING CHILD ABUSE REPORTING PROCEDURES.

1. Teachers have indicated an increasing need for information concerning students experiencing family violence, abuse, disintegration. In addition, the need to have accurate information regarding AIDS and other health issues means the STMP staff should explore methods of updating teachers and administrators on these issues.

2. Continual inservicing of all district staff on legal reporting processes, and current background information must be provided. This inservicing should be a required part of the new school year activities.

D. STUDENT PARTICIPATION IN PERSONAL SAFETY PROGRAMS BE NOTED ON STUDENT RECORD CARDS

1. This would enable subsequent teachers to assess the experience of individual students and plan appropriate activities.

E. UPDATE "FAMILY LIFE" PROGRAM MATERIALS.

1. The Ministry mandated Family Life program for the Secondary level, was originally intended to be used only one year, to be replaced by the Learning for Living curriculum. Now in its fourth year, the program will again be mandated next fall. Resources and some information require updating. Staff, time and funds should be allocated for this purpose.

F. FUNDING FOR COMMUNITY RESOURCE PERSONNEL TO BE INCREASED.

1. Factual information in health related areas quickly becomes out-of-date. The use of qualified health professionals within the classroom appears to be the most cost effective approach to providing students with accurate up-to-date information on issues such as AIDS, STD's, addiction, etc.

G. STMP TO CONTINUE TO PROVIDE A DEVELOPMENTAL/PREVENTATIVE PROGRAM AND NOT BECOME INVOLVED IN CRISIS COUNSELLING.

1. With increased societal pressures on students and teachers, it would be easy for the STMP staff to be called upon to respond to "crises". The committee recommends the district consider some general guidelines, or protocols for "crisis" needs. Perhaps the role for STMP would be to refer teachers to appropriate individuals or groups within the school system, or the community that could assist them in meeting the student's needs. For example, district counsellors, or Mental Health could be contacted.

H. STMP PLACEMENT WITHIN THE DISTRICT'S ORGANIZATIONAL STRUCTURE TO REMAIN THE SAME.

1. Given the Year 2000 changes and Learning for Living curriculum implementation, the STMP will be more involved in: inservice, providing resources and program development than it is today. Therefore, it seems more appropriate for the program to remain a part of the Curriculum Services. It is recommended that in the short term, while

changes are taking place, the Area Counsellors and STMP staff continue to keep each other informed and to cooperate in teaching students and working with parent groups.

I. A PILOT PROJECT RE. LEARNING FOR LIVING CURRICULUM INTEGRATION BE DEVELOPED.

1. Sufficient staff be available to enable STMP and a secondary school to apply for Ministry of Education Pilot Project monies for a pilot project relating to curriculum integration of Learning for Living principles. This will necessitate increased staffing levels, which could be a project cost. Provincial monies may be available if the district acts NOW. This concept should be explored immediately.

J. BOARD MAY WISH TO INITIATE DIALOGUE WITH OTHER GROUPS/GOVERNMENTAL MINISTRIES TO EXPLORE SHARING COSTS FOR PERSONAL SAFETY PROGRAMS.

1. Although the B.C. Government views child abuse as an "inter-agency" responsibility, only the public school system has an opportunity to present safety programs to most children in the province. Yet other groups have a vested interest in supporting the public school system's educational efforts.

Public Awareness.

A. STMP TO GIVE HIGH PRIORITY TO PARENT GROUPS/PARENTING PROGRAMS.

1. The supportive stance of parents and public in SD #68 comes in part from interactions with STMP staff at parent group meetings, through parent information evenings, and parenting programs. It is imperative that such contacts continue. Work time should be planned for staff to continue these efforts. It is important to engender parent/public support through providing opportunities for parents and public to gain information, and to discuss issues of importance to them.

B. STMP STAFF CONTINUE TO EXPLORE VARIOUS METHODS OF COMMUNICATING WITH PARENTS.

1. With many two parent working families and single families, it is difficult for some parents to get out to attend information evenings. Use of cable T.V., and video recordings should be explored. The practice of inviting parents to be informed, and to share their ideas must be continued, and ways that allow some parents to take part in programs without leaving home should be explored.

C. THE DISTRICT NEEDS TO EXPLORE EVERY AVENUE TO ENSURE ALL STMP STAFF ARE HIGHLY QUALIFIED INDIVIDUALS.

1. Parent and public support of the STMP requires future STMP staff to be skillful in communication skills, and comfortable with the affective education whether Co-ordinator, Resource Teacher, or Aide.

APPENDIX

1. Program Pamphlet
2. Original 1973 STMP Outline
3. Objectives 1989/90
4. April/May Staff Report
5. Steps to Maturity Program Advisory Committee
6. Steps to Maturity Evaluation
   - (Listing of focus groups and individuals interviewed)
7. Steps to Maturity Program Interview Questions
   - Steps to Maturity Program Advertisement from Newspaper.
8. Record of Inserviced Teachers - Personal Safety K-3 & Int.
9. Excerpt from ACE journal
10. Memo to Ross White, Superintendent
    re. Interim Report for Budgetary Consideration.
11. List of Present Staff
12. Extent of Resources

MISSION STATEMENT

The STEPS TO MATURITY PROGRAM provides a wide variety of resources to assist teachers, students, and community personnel in nurturing healthy attitudes and living skills in our society.

HOW IS THIS ACHIEVED?

The Program staff:

1. Provides workshops and courses for teachers to give them opportunities to share knowledge and develop skills.
2. Models interpersonal skills and demonstrates the use of learning materials in classrooms at the invitation of teachers.
3. Provides staffing to enable children and adults to learn in small group situations.
4. Distributes resource materials for use by teachers in class.

FOR MORE INFORMATION CONTACT:

STEPS TO MATURITY PROGRAM
School District #68 (Nanaimo)
420 Selby Street
Nanaimo, B.C.
V9R 2R7

Telephone: 754-5521, local 326/336

STEPS TO MATURITY

. . . a curriculum of caring

School District No. 68
Nanaimo, B.C.

APPENDIX 1
PROGRAM PAMPHLET

WHAT IS THE STEPS TO MATURITY PROGRAM?

The S.D. #68 (Nanaimo) STEPS TO MATURITY PROGRAM is basically a human relations program which incorporates life skills.

STMP recognizes that in any community there is a wide range of attitudes, beliefs and opinions.

STMP assists teachers, parents, children and youth to develop a healthy appreciation of themselves and an understanding and concern for others, especially those who seem to be different.

STMP includes the teaching of living skills, to assist young and old to live responsibly, as individuals and groups, in a complex, rapidly changing world environment.

STMP assists people to function in the stage of life and circumstance which they presently occupy and prepares them for the stages ahead.

STMP keeps in touch with the larger community, to encourage the development of complementary support services by other agencies.

WHAT ARE THE GOALS OF THE PROGRAM?

1. To strengthen personal and family living.
2. To bring the home and the school closer together to work for the benefit of each child.
3. To encourage personal responsibility and self discipline.
4. To help young and old to respect and appreciate differences in persons, cultures, ideals and values.
5. To encourage each other to develop his/her potential to contribute to the benefit of all.
6. To help each school class and community to become a place where people care about each other's needs.

STEPS TO MATURITY PROGRAMS for 1988/89

BRIEF DESCRIPTION OF EACH PROGRAM:

1. PERSONAL SAFETY PROGRAMS
These elementary programs are intended to:
   - teach children that each person owns and is responsible for his or her own body and feelings;
   - inform children about sexual abuse;
   - teach decision making and assertiveness skills;
   - reinforce parental rules and safety messages;
   - introduce students to support systems available inside and outside the family.

   TEACHER INSERVICING, PARENT INFORMATION MEETINGS and PARENTAL CONSENT REQUIRED

   (a) C.A.R.E. (Child Abuse Research and Education) Personal Safety Kit
      - recommended for: Kindergarten to Grade 3
      - required time: 4-6 weeks of 15-30 minute lessons

   (b) Feeling Yes/Feeling No: A sexual assault prevention program
      - recommended for: Grades 3 to 5
      - required time: 16 hours for basic and supplementary exercises

   (c) Talking About Touching: A personal safety curriculum
      - recommended for: Grades 4 and 5
      - required time: 19-22 half-hour lessons for each grade

   (d) Personal Safety & Decision Making: A unit on prevention of sexual exploitation
      - recommended for: Grades 6 and 7
      - required time: 12 lessons of 20-50 minutes and 5 role plays for each grade

2. ADOLESCENT DEVELOPMENT LESSONS
Developed by STEPS TO MATURITY staff to:
   - help students understand the physical and emotional changes they are (or soon will be) experiencing during puberty;
   - develop an attitude of respect for self and others.

   PARENT INFORMATION MEETINGS AND PARENT CONSENT REQUIRED
   - required time: 2 sessions of 1-1/2 hours each;
   - programs: - Grade 5 - "The New Me: Accepting Body Changes", "Boy into Man", "Girl into Woman"; - Grade 6 - "Growing Up", "Your Body" (male/female); "Your Feelings" (male/female).

3. MAKING DECISIONS: An approach to prevention [from Alcohol-Drug Education Service and sponsored by the Lions' Club]

   Designed to help students to:
   - explore societal pressures affecting one's decisions;
   - develop skills in thinking before making major decisions in important areas of their lives;
   - required time: 10 sessions of 40-60 minutes
   - recommended for: Grade 6 and 7 students

4. MINISTRY FAMILY LIFE PROGRAM 1988-89
A developmental program which deals with the physical, emotional, social and moral aspects of human sexuality honestly as children grow towards adulthood. With emphasis on responsible behaviour, it is an integral part of education for human values.
   - required time: Grade 7-10 – 10 hours; Grade 11 & 12 – 4 hours

   Many community professionals enrich the programs with their expertise (e.g., doctors, nurses).

5. SUPPLEMENTARY
Workshops and inservice on selected topics:
   (a) self esteem
   (b) communication skills
   (c) leading circle and class discussions
   (d) decision-making/problem-solving
   (e) brainstorming techniques
   (f) community building activities

APPENDIX 2
From Original 1973 Steps to MaturityProgram Outline

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APPENDIX 3

CURRICULUM SERVICES
STEPS TO MATURITY PROGRAM
OBJECTIVES - 1989/90

Objective #1 of 9
Area: Orientation To Steps To Maturity Program

OBJECTIVE:

To market Steps to Maturity Programs to School District #68 staff and appropriate community agencies.

GOAL A:

To increase awareness of STM programs.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.-June]
   Be available to meet with District school staffs.

2. [Feb.-May]
   Display STMP materials at Board Office, CRC, NDTA office, Public Health Office, Family Life Office, ADAPT.

3. [Oct.-Jan.]
   With the Achievement/89 grant, create a rotating STMP display for use in malls, education show cases.

4. [Ongoing]
   Submissions to newspapers - school, community, provincial bulletins.

5. [Sept.--]
   Circulate new STMP brochure.

6. [ ]
   Community Cable Program - develop in cooperation with communications officer.

7. [Ongoing]
   Participate upon request, when appropriate, on local radio programs.

GOAL B:

Continue to establish and meet the needs of S.D. #68 teachers, counsellors, principals and students.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.]
   Survey elementary schools to identify the STM Personal Safety implementation in the S.D. #68.

2. [Ongoing]
   Provide support meetings to ascertain how we can assist teachers and others this year.

3. [ ]
   When appropriate, provide STMP update to administrators at administration meetings.

4. [Sept.-June]
   Participate in counsellors' island meetings, Pro-D days and/or other appropriate functions.

5. [Sept.-June]
   Work with individuals and school staffs on program planning.

6. [Sept.-Ongoing]
   Assist teachers and counsellors in the classroom by:

   a. leading group and circle discussions on a variety of topics; and
   b. leading students in activities such as self-esteem and community building.

7. [Sept.-June]
   Provide workshops and/or school inservice on selected topics such as:

   a. climate of respect and responsibility;
   b. conflict resolution skills;
   c. brainstorming techniques;
   d. community building activities.

GOAL C:

Continue to liaise with the community.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.-Ongoing]
   Meet with representatives of groups such as Planned Parenthood, Block Parents, Public Health, Family Life, Sexual Assault Centre and Mental Health.

2. [Ongoing]
   Support community, parent and school groups as much as possible by speaking at meetings, providing resource material, etc.

3. [Ongoing] Peter/Marie
   Continue to represent STMP on ADAPT, Inter-Ministerial Committee.

4. [Sept.-Ongoing]
   Keep Nanaimo School Board informed of STM Programs and implementation progress.

COMMENTS:

Objective #2 of 9
Area: STMP Advisory Committee

OBJECTIVE:

To maintain the STMP Advisory Committee.

GOAL A:

To invite representatives from support community groups, helping professions and educators, to provide input for District STMP policies.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.]
   Revise list of Advisory Committee members.

2. [Oct.]
   Invite additional community representation.

3. [Ongoing]
   Ensure that the obligations of the Advisory Committee are carried out, as outlined in "A Handbook for Family Life Education."

Comments:

Objective #3 of 9
Area: Implementation of Personal Safety Programs

OBJECTIVE:

To facilitate the implementation of primary and intermediate level personal safety programs in all District #68 elementary schools.

GOAL A:

To keep abreast of current sexual abuse information and programs.

TASKS/STRATEGIES/[TIMELINE]:

1. [Ongoing]
   Attend sexual abuse seminars and Justice Institute workshops, etc.

2. [Ongoing]
   Continue to collect and file current articles on abuse, in general, and child sexual abuse, in particular.

3. [Ongoing]
Continue to work with:
   a. School Districts implementing Personal Safety Programs
   b. CARE Productions
   c. Social Services & Housing
   d. RCMP
   e. School Liaison Committee's
   f. Block Parents
   g. Family Life
   h. Sexual Assault Centre
   i. Community Organizations
   j. Public Health

4. [Oct.-June]
Attend appropriate meetings and forums of:
   a. Nanaimo Inter-Ministerial Committee meetings
   b. Provincial sexual abuse training institutes

GOAL B:

To continue with the implementation of the CARE personal safety program in District #68 primary classrooms.

TASKS/STRATEGIES/[TIMELINE]:

1. [Ongoing]
Support meeting for those who taught programs in 1988/89:
   a. re-establish local training team;
   b. present and discuss options for parent meetings.

2. [Nov. 6/89; 08:30 - 16:00, Nov. 17/89; 08:30 - 12:00]
STMP staff and CARE training team organize and present workshop for people new to CARE program.

3. [Ongoing]
Assist individual teachers (upon request) with parent information meetings and program implementation strategies.

GOAL C:

To encourage each school to formulate a plan for implementing personal safety programs from K-7.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.]
   Inform principals of available K-7 programs.

2. [Sept./Oct.]
   Suggest that principals discuss personal safety programs with their staffs and decide:
   a. which grade(s) and class(es) will receive CARE Program
   b. which programs will be used at intermediate level
   c. which grade(s) and class(es) will implement above programs.

GOAL D:

To continue the implementation of the current intermediate personal safety programs in all elementary schools.

TASKS/STRATEGIES/[TIMELINE]:

1. [Fall]
   Establish local training team from '88 implementation.

2. [Nov. 9/89: 08:30 - 16:00, Nov. 17/89: 13:00 - 16:00]
   STMP staff and training team organize and present workshop for people involved in implementation.

3. [Nov.--]
   Assist individual teachers (upon request) with parent information meetings and program implementation strategies (zonal and school).

4. [Jan. & May]
   Continue to facilitate support meetings for program implementors.

GOAL E:

To assist teachers of special needs students in addressing the topic of personal safety.

TASKS/STRATEGIES/[TIMELINE]:

1. [Ongoing]
   Assist teachers to address topic of personal safety with their students by:
   a. providing inservice, if required
   b. providing program material, where required
   c. assist in lesson planning and teaching, if necessary
   d. putting teachers in touch with teachers in other districts facing a similar program challenge.

COMMENTS:

Objective #4 of 9

Area: Implementation of "Making Decisions" Program

OBJECTIVE:

To assist in the implementation of the "Making Decisions" Program in S.D. #68 elementary schools.

GOAL A:

To encourage the implementation of "Making Decisions" in the schools.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept. - Ongoing]
   Assist teachers, as necessary, in implementing the program by providing current resources.

GOAL B:

To provide inservice training for teachers.

TASKS/STRATEGIES/[TIMELINE]:

1. [Spring 1990]
   Register and inservice teachers.

COMMENTS:

Objective #5 of 9
Area: Adolescent Development

OBJECTIVE:

To provide an informative program on adolescent development for District #68 intermediate students.

GOAL A:

To provide accurate information on puberty; the physical, emotional, and social changes which take place.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.]
   Inform schools of the Adolescent Development Program for Grades 5 and 6.

2. [Sept./Oct.]
   Compile list of requests.

3. [Oct.]
   Schedule lessons and plan for implementation.

4. [Nov.--]
   Implement programs as scheduled.

GOAL B:

To provide information and resources for students, teachers and parents on adolescent development topics.

TASKS/STRATEGIES/[TIMELINE]:

1. [Oct. 3, Oct. 5, Oct. 25]
   Introduce Adolescent Development and Grade 7 Family Life Programs to parents before implementation in the classroom.

2. [Ongoing]
   Provide booklets on adolescent development to parents and students involved in the program.

COMMENTS:

Objective #6 of 9

Area: Implementation of Ministry Family Life Program (Gr. 7-12)

OBJECTIVE:

To facilitate the implementation of Phase 3 of the Ministry of Family Life Education Program for Grades 7 - 12 in S.D. #68.

GOAL A:

To develop a broad background regarding the Family Life Education topics to be implemented September 1989/90.

TASKS/STRATEGIES/[TIMELINE]:

1. [Aug. 24, 25]
   Attend Ministry's Summer Institute for Family Life Education and additional inservice programs.

2. [Sept.-June]
   Attend or participate in forums on related STMP topics.

3. [Ongoing]
   Clip and file newspaper articles, magazine articles relating to topics to be taught.

4. [Ongoing]
   Keep personal research current.

GOAL B:

To investigate how other districts implement the Family Life Program.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.-June]
   Attend conferences, workshops in other districts.

2. [Sept.-Oct.]
   Continue networking to exchange ideas of implementation strategies with other school districts.

GOAL C:

To assist in developing plans for implementation of the Family Life Program at individual schools in S.D. #68.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.-Oct.]
   Communicate with principals to assess each school's implementation plans for the Ministry's Family Life program in 1989/90.

2. [Oct.-Jan.]
   Work with the Advisory Committee to decide on modifications to the Ministry's program outline to meet the community needs.

3. [Oct.-June]
   To implement the locally approved pregnancy/STD/AIDs prevention and decision making strategies (Gr. 8 and 9).

4. [Sept.-June]
   Continue with established format of implementation for Special Ed/VAST/Alternate students.

5. [Sept.-Oct.]
   Encouragement of incorporation of Grades 9, 10, and 12 Family Life lessons in English and Science programs.

6. [Oct.-June]
   Assist the teachers with implementation in individual schools, e.g. panels, forums, speakers.

GOAL D:

To provide inservice opportunities that teach competencies needed for effective implementation of each module, 7-12.

TASKS/STRATEGIES/[TIMELINE]:

1. [Oct.]
   Provide time for support meetings for Family Life teachers.

2. [Oct.-Feb.]
   STMP staff will organize and present workshops for personnel involved in the implementation.

3. [Sept.-May]
   Encourage secondary school teachers to involve STMP staff for effective small group facilitation.

GOAL E:

To assist in informing parents and the community about the Ministry's Family Life Program.

TASKS/STRATEGIES/[TIMELINE]:

1. [3 Spring Plus Requests]
   Assist Grade 7 principals and teachers with the parent meetings for Family Life Education.

2. [Sept. - Ongoing]
   Contribute to local media (T.V., newspaper, radio) outlets when appropriate.

3. [Sept. - Ongoing]
   Cooperate with local groups to relate information on topics pertinent to the Family Life Program.

GOAL F:

To implement the Family Life Education Program.

TASKS/STRATEGIES/[TIMELINE]:

1. [Oct.-May]
   Assist teachers in implementing Family Life education with current program components.

2. [Oct.]
   Assist teachers with resources for program implementation.

3. [Nov.-May]
   Circulate a list of materials such as magazine articles, books, videos, which may enhance the program in the Resource news.

4. [Ongoing]
   Review and purchase additional current resources to be included in the District Curriculum Resources Catalogue to provide for the 1989/90 Family Life lessons.

GOAL G:

To evaluate implementation of the Family Life program.

TASKS/STRATEGIES/[TIMELINE]:

1. [Oct.]
   Encourage teachers to keep a log of strengths and moments rewarding to all.

2. [Dec. - Apr.]
   Circulate questionnaire to Grade 11 students attending Family Life forums.

3. [ ]
   Compile above information to assist in assessing present implementation of Grade 11 Family Life information.

4. [Oct.-June]
   Provide opportunity to assess 1989/90 Family Life Programs.

5. [June]
   A progress report be completed on the three year implementation plan.

COMMENTS:

Objective #7 of 9
Area: Update STMP & Resource Library

OBJECTIVE:

Continue organization of the STMP resource library.

GOAL A:

To establish an efficient and secure resource library for the School District.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.-Oct.]
   Establish a clear process of loaning and retrieving STMP resources through STMP secretary services.

2. [Nov.-June]
   Computerize loan system.

3. [Nov.-June]
   Physical inventory.

GOAL B:

To continue the establishment of the STMP resource catalogue.

TASKS/STRATEGIES/[TIMELINE]:

1. [Ongoing]
   Add new catalogued materials into subject areas and commence cataloguing uncatalogued STMP materials.

2. [Ongoing]
   Forward information to be filed on computer for resource catalogue.

GOAL C:

To purchase audiovisual materials and books which are applicable for grade level program.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.]
   Establish efficient system to determine appropriate materials to preview.

2. [Ongoing]
   Preview "on approval" audiovisual materials and books in cooperation with CAP Coordinator.

GOAL D:

To build a collection of newsletters, magazines and journals which are pertinent to STMP programs and are of varying interest and reading levels.

TASKS/STRATEGIES/[TIMELINE]:

1. [ ]
   Review a variety of magazines and journals, subscribing to those which are appropriate for STMP.

2. [Sept. - June]
   Subscribe to newsletters, magazines and journals.

GOAL E:

Priority - To continue the acquisition of suitable storage and display space for resources.

TASKS/STRATEGIES/[TIMELINE]:

1. [April/June]
   Design storage requirements for budget 1990/91 budget request.

GOAL F:

To upgrade and increase audio visual equipment.

TASKS/STRATEGIES/[TIMELINE]:

1. [Oct. - Dec.]
   Assess audio visual equipment needs and refer to John Godfreyson for budget proposal.

COMMENTS:

Objective #8 of 9
Area: Learning For Living Program 1989/90

OBJECTIVE:

To coordinate the implementation of the proposed Learning for Living Program 1989/90.

GOAL A:

The contact persons, Marie Hutton and Peter McCue, will liaise with the Ministry Coordinator, Karen Unruh, to provide information to assist in a smooth implementation program for District #68.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.-Oct.]
   The contact persons will attend all meetings and workshops provided by the Ministry.

2. [Sept.-June]
   The contact persons will meet with Superintendent, Director of Staff Development, administrators and teachers to discuss District #68 needs for the Learning for Living Program.

3. [Oct.-June]
   Liaison with the Primary Program Advisory Committee, and the Assistant Superintendent - Elementary, and Marg Smith, Primary Resource Teacher.

4. [Sept.-June]
   Participate as STMP representatives re. Learning for Living implementation on Primary Implementation Committee and Primary Program Committee.

5. [Oct.-April]
   Provide information re: Learning For Living Curriculum at all inservices sponsored through STMP.

6. [ongoing]
   Acquire resources to supplement seven content areas of the proposed Learning for Living (K-10).

COMMENTS:

Objective #9 of 9

Area: To evaluate STM Program in S.D. #68.

OBJECTIVE:

To coordinate the implementation of the proposed Learning for Living Program 1989/90.

GOAL A:

To assist the external STMP evaluation process.

GOAL B:

To assist in assessing future needs of the district.

TASKS/STRATEGIES/[TIMELINE]:

1. [Sept.]
   Suggest nominees for external evaluation team.

2. [Ongoing]
   Work with external team in the assessment process.

3. [Sept.-June]
   Working with A.D.A.P.T. to assess delivery of substance abuse prevention programs.

4. [Jan.-April]
   Assess future implementation of Family Life Programs in the District (7-12).

COMMENTS:

APPENDIX 4
STEPS TO MATURITY PROGRAM
STAFF REPORT – April 1990

School Sessions:

Elem. School	Grade	Sessions	Topic
Bayview	5	1	Adolescent Development
	6	1	" "
	5/6	2	Self Esteem
	7	2	Family Life
Quarterway	7	2	Family Life
N. Oyster	5/6/7	4	Self Esteem
	5	1	Adolescent Development
	6	1	Adolescent Development
Pr. Royal	2 & 7	2	Project Charlie
Uplands	5	4	Adolescent Development
	6	4	" "
Mt. Benson	7	6	Family Life
Seaview	5	4	Respect for Others
	5	1	Adolescent Development
	6	2	" "
Park Avenue	5	4	Adolescent Development
Waterloo	1/2	2	Friendships
	5	1	Respect & Responsibility
Rock City	Sp.Ed.	2	Adolescent Development & Personal Safety
Rutherford	5	2	Adolescent Development
	6	1	" "
Forest Park	K-7	15	Reinforcement of Personal Safety

TOTAL ELEM. SESSIONS = 64 YEAR TO DATE = 295
(Prev. Mo. 59)

Sec. School	Grade	Sessions	Topic
Wiseman House		1	AIDS
N.D.S.S.	8	8	Family Life
	9	4	" "
	12	8	Family Life
Wellington	Sp.Ed.	1	Self Esteem
	Sp.Ed.	1	Family Life
	Sp.Ed.	1	Making Decisions (Alcohol)
	11	1	AIDS Panel Family Life

TOTAL SEC. SESSIONS = 25 YEAR TO DATE = 185 (Prev. Mo. 8)

TOTAL OF ALL APR. SESSIONS = 89 YEAR TO DATE = 480

SCHOOL CONTACTS:

Park Avenue	Re. CARE Program
Quarterway	Observe & support teachers first Personal Safety Presentation (2 sessions)
Wellington	Meeting re. details for AIDS panel sessions
Administrators Mtg.	Health Lifestyle Presentations
Principals Mtg.	Family Life Program Secondary Level

COMMUNITY CONTACTS:

ADAPT (1 Meeting)
Parent - Brechin School
Re: Adolescent Development Materials
Parents Advisory Council Woodlands (meeting)
Re: Condom Dispensing Machines in Schools
Parent - Ladysmith Int. School
Re: Adolescent Development Materials
Tanya Clarke, Member Cdn National Freestyle Ski Team
Re: Healthy Lifestyle Presentations Gr. 6 Level
Ladysmith Comm. SLC Meeting
Re: Invited to attend and give AIDS update
Health & Welfare Canada
Student Preview of new educational materials
Gail Burgen
Re: Enquiry re. STM programs
Parent - Georgia Avenue
Re: Adolescent Development materials
Street Reconnect
Re: Review of edited Video Runaways
Beaver Scout Leader
Re: Material on positive peer pressure

COMMITTEES

Primary Ungraded Program Implementation (2 meetings)

PARENT EVENINGS

Gabriola - Adolescent Development - April 9
Departure Bay - C.A.R.E. April 18

STEPS TO MATURITY PROGRAM

STAFF REPORT -- May 1990

School Sessions:

Elem. School	Grade	Sessions	Topic
Rutherford	5	4	Adolescent Development
	6	3	" "
Pr. Royal	5	1	Adolescent Development
	6	1	" "
	7	3	Family Life
Seaview	5	1	Adolescent Development
	6	1	" "
Rock City	Sp.Ed.	3	Adolescent Development & Personal Safety
N. Oyster	5/6/7	5	Self Esteem
	7	2	Family Life
Ladysmith Int.	5	4	Adolescent Development
	6	6	" "
Mt. Benson	5	4	Adolescent Development
	6	2	" "
Brechin	5	4	Adolescent Development
	6	2	" "
Davis Road	5	2	Adolescent Development
	6	2	" "
N. Cedar	7	2	Self Esteem
Quarterway	5	2	Adolescent Development
	6	2	" "

TOTAL ELEM. SESSIONS = 54 YEAR TO DATE = 349
(Prev. Mo. 64)

Sec. School	Grade	Sessions	Topic
N.D.S.S.	9	9	Family Life
	10	5	" "
	11	2	Family Life AIDS Panel
	12	1	Dealing With Loss
J. Barsby	12	2	Family Life
	Sp.Ed.	1	" "
Wellington	10	5	Family Life
	Sp.Ed.	1	" "
Ladysmith Com.	12	4	Family Life
VAST 2	Rental Rights		

TOTAL SEC. SESSIONS = 32 YEAR TO DATE = 217 (Prev. Mo. 25)

TOTAL OF ALL APR. SESSIONS = 86 YEAR TO DATE = 566

COMMUNITY CONTACTS:

Citizen Advocacy, G. Raines
Re: Positive Attitude Towards Handicapped Sessions In Schools
ADAPT/R. Gullison/Peter/Marie ? May 7 3:30
Re: Partnership Between ADAPT and SD #68

COMMITTEES

Primary Ungraded Program Implementation (1 meeting)
Evaluation Committee (1 meeting)
Advisory Committee (1 meeting)

TRAINING

Suicide Depression In Teens (S.A.F.E.R.) May 4
Sherry Agar, Muriel Mayner
Teacher Aid Conference May 11 (Healing the Inner Child, Humor in the Classroom)
Sherry Agar, Susan Haist, Muriel Mayner
Partners In Prevention Conference May 17 & 18
Peter McCue

APPENDIX 5

STEPS TO MATURITY PROGRAM ADVISORY COMMITTEE

Agar, Sherry	STMP Teaching Assistant
Austin, Steve	Teacher
Bishop, Arlene	District Supervisor
Brock, Dallas	Dir. Social Services
Bowen-Roberts, Peter	Physician
Bruleigh, Rev. W.H.	Reverend
Dickason, Les	Dir. of Staff Development
Eck, Cathie	STMP Teaching Asst.
Greaves, Deborah	Parent & Free Lance Writer
Haist, Susan	STMP Teaching Assistant
Hutton, Marie	STMP Resource Teacher
Hurd, Tina	Coordinator
Joerin, Carole	Prevention Coordinator
Joubert, Ken	Psychologist
Langereis, Anita	Family Life Director
Lapadat, Brian	Principal
Liebich, Helen	Clinic Supervisor
McCue, Peter	Resource Teacher
McLaughlin, Mary	Program Director
Mayner, Muriel	STMP Teaching Assistant
Mitchell, Bruce	Principal
Montgomery, Scott	Counsellor
Mulrooney, Mary	Public Health Nurse
Parkin, Mary Ann	Public Health Nurse
Roberts, Maria	Teacher
Skarbo, Cpl. T.M.	Corporal - RCMP
Sloat, Marg	Counsellor
Smith, Violet	Youth Services
Wells, Randy	Transition House Worker

APPENDIX 6

STEPS TO MATURITY EVALUATION

Listing of Focus Groups and Individuals Interviewed

Administrators	N.D.S.S. Zone Woodlands Zone Senior Staff
Parents	Quarterway Mt. Benson Ladysmith John Barsby Seaview Georgia Avenue S.L.C. Federation STEPS Parenting Group
Teachers	Quarterway Ladysmith Sec. John Barsby Seaview McGirr Georgia Avenue Harewood Princess Royal N.D.S.S. Teachers trained in Personal Safety Progs. Primary Teachers
Counsellors	All levels
Steps Staff	Current staff
Former Steps Staff	Joan Jakes, Micheline Cawley, Roberta Manzini
Public	Steps Advisory Board - see list Steps Parenting Group Submissions requested via newspaper ad and invitation public forum Nanaimo Ministerial Planned Parenthood clients/staff Reconnect N.F.L. Childcare Workers

	<u>Public Forum</u> Haven House Reconnect Boys' and Girls' Club Girl Guides Boy Scouts Evg. Minister Family Life Child Care RCMP
Professional Health Workers	Brenda Savage, Diane Williams
Students	John Barsby Church Youth Groups Harewood Seaview V.A.S.T. Wellington Waterloo
Others	Mary Ann Espedido - Former student now teacher Darren Eck - former student in Education training Darlene Brebber - former STMP secretary new teacher

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APPENDIX 7

INTERVIEW QUESTIONS

What does this program mean to you?

What are the best things about the program?

What are the shortcomings of the program?

What about the future of the program?

Thank you for your thoughts and contribution to help us evaluate the Steps to Maturity Program

Steps to Maturity Evaluation Committee

Excerpt from the Daily Free Press

School District No. 68 (Nanaimo)

STEPS TO MATURITY PROGRAM

The public is invited to send written submissions to the Steps to Maturity Evaluation Committee particularly addressing the following questions:

1. What are the best things about the program?

2. What are the shortcomings of the program?

3. What direction do you see the program going in the future?

Submissions will be received up to February 5, 1990. Please direct information to:

Brian Lapadat
Steps to Maturity Evaluation Committee
School Board Office
395 Wakesiah Avenue
Nanaimo, B.C. V9R 3K6

APPENDIX 8

STEPS TO MATURITY PROGRAM
RECORD OF INSERVICED TEACHERS
PERSONAL SAFETY K-3 & INT.
1986 TO 1990

SCHOOL	TEACHER	K-3	INT	# TEACHERS K-3	# TEACHERS INT
Bayview	Sandra Ostle	X		3	3
	Lynne Ikeda		X		
	Patti Presslauer		X		
	Sue Goodman		X		
	Bea Bradley	X			
	Joan Galey	X			
Brechin	Pat Hogue	X		1	0
Chase River	Joe Hillier		X	2	1
	Melba Harding	X			
	Violet Brzovic (& Extension)	X			
Cilaire	Paul VanRysell		X	1	2
	Marv Worden		X		
	Natasha Fiket	X			
Davis Road	Ruth Duerkson	X		1	2
	Tammy Thibberson		X		
	Ed Sandland		X		
Departure Bay	Jan Thorsen	X		2	2
	Joan Wouters		X		
	Virginia Garrioch		X		
	Joan Wouters	X			
Dufferin Cresc.	Angela McKenzie		X	4	2
	Dorothy Rafter	X			
	Darlene Schofield	X			
	Marty Jeacock	X			
	Leanna Cooper		X		
	Jan Carroll	X			
Extension	Fred Shaw		X	2	1
	Linda Gow	X			
	Violet Brzovic (& Chase River)	X			
Fairview	Jane Neufeld		X	10	6
	Bonnie McDonald	X			
	Joan Rogerson	X			
	Judy Latham	X			
	Debbie Stocker		X		
	Sharron Anderson	X			
	Karen Schmidt	X			
	Jane Neufeld		X		
	Gerry Berry	X			
	Helen Ingram	X			
	Diane Gilmour	X			
	Debbie Stocker	X	X		
	Pat Whiteaker		X		
	Gavin Cooper		X		
	Cheryle Sosnowski	X			

SCHOOL	TEACHER	K-3	INT	# TEACHERS K-3	# TEACHERS INT
Forest Park	Roxiene Hamiester	X		5	3
	Margaret Smoker	X			
	Mike Ireland		X		
	Pene Jesske		X		
	Yvonne McPherson		X		
	Diane Young	X			
	Pene Jesske	X			
	Margaret Carruthers	X			
Gabriola	Peter Skipper		X	0	2
	Imelda Hedingham		X		
Georgia Avenue	Debra Chapman	X		2	2
	Blair Paterson		X		
	Barb Oven	X	X		
Hammond Bay	Kim Cooper	X		2	0
	Sandra Ashkam	X			
Harewood	Steve Thomas	X		2	2
	Mary Ann Vlasich		X		
	Andy Ruszel		X		
	Cecile Hill	X			
Ladysmith Int.	Margaret Graham		X	0	1
Ladysmith Prim.	Marie Surkan (Olive)	X		1	0
Ladysmith Comm.	Lauren Kent		X	0	1
McGirr Road	Berrit McPeek	X		2	0
	Mildred Fisher	X			
Mountain View	Inderjeet Luddu	X		6	4
	Kathy Cronan	X	X		
	Mae Hedberg	X			
	Lynn Brown	X	X		
	Coleen World		X		
	Anne-Marie Hever		X		
	Cathy Bell	X			
	Barbara Kirkpatrick	X			
Mount Benson	Cathy Meyer	X		5	1
	Lavonne Patterson		X		
	Helga Sandison	X			
	Ruth Lauscher	X			
	Caroline Allen	X			
	Carol Wallace	X			
North Cedar	Sue Haslam	X		3	0
	Corrinne Davenport	X			
	Sidney Lloyd	X			
North Oyster	Barbara Olson	X		2	2
	Wendy Jakobsen		X		
	Leona Keltie	X	X		
Thug'min Alt	Merilynn Armstrong	X		1	0
Park Avenue	Heather Bronson		X	1	3
	Helen Elson		X		
	Berniece Ward	X			
	Helen Elson		X		

SCHOOL	TEACHER	K-3	INT	# TEACHERS K-3	# TEACHERS INT
Pauline Haarer	Janet Anderson	X		5	0
	Claire Sicotte	X			
	Elaine McCarthy	X			
	Anne Pidgeon	X			
	Janine Hodge	X			
Pleasant Valley	Sandy Riecken	X		1	0
Princess Anne	Lauren Young	X		3	0
	Thea Thompson	X			
	Gayle Wiseman	X			
Princess Royal	Alice Nahrgang	X		4	2
	Shelley de Turrebille		X		
	John McKay		X		
	Linda Johnson	X			
	John McKay	X			
	Linda Lov	X			
Quarterway	Kathryn Maurer	X		4	1
	June Bouchard	X			
	Louise Denoncourt		X		
	Brian Lapadat	X			
	Marie Harel	X			
Rock City	Mary McDonough	X		7	0
	Anne Yelle	X			
	Dorothy Sartore	X			
	Emily Edwards	X			
	Wayne Drinnan	X			
	Yvonne Jans	X			
	George Duffel	X			
Rutherford	Lou Armstrong (Mary Louise)	X		2	0
	Sharon Catto	X			
Seaview	Loraine Leeming	X		5	2
	Mary Lynn Epps		X		
	Martina Nash		X		
	Sue Thurmeier	X			
	Frieda Kalack	X			
	Nell Duncan	X			
	Arlene Clark	X			
Uplands Park	Nicki Taylor	X		3	3
	Jane Sawbridge		X		
	Pat Meier	X			
	Ingrid Anderson		X		
	Eric Lillie		X		
	Pat Ford	X			
Waterloo	Linda Sinclair	X		1	0
Woodbank	Bobbi Jordan	X		2	0
	Anita Hoyt	X			

SCHOOL	TEACHER	K-3	INT	# TEACHERS K-3	# TEACHERS INT
Other ---				12	12
On Leave --	Shelley McKeachie	X			
	Ray Matthews		X		
	Judy Karjala	X			
	Darlene Dean	X			
Special Ed.	Norm Sutherland		X		
	Scott Montgomery		X		
	Shelley Langford	X			
	Kathy Goldsmith		X		
	Micheline Cawley		X		
	Roberta Manzini	X	X		
Res. Teach.	Marie Hutton	X	X		
	Peter McCue	X	X		
	Marg Smith	X			
T.A.	Muriel Mayner	X	X		
T.A.	Cathie Eck	X	X		
T.A.	Sherry Agar	X	X		
T.A.	Susan Haist	X	X		
Outside of District --				1	4
RCMP	Sue Crawford		X		
	Cpl. Terry Skabro	X			
Min. S. S. & H.	Terrena O'Connor		X		
BC Mental Health Services	Ken Joubert		X		
Sex. Assault Ctr.	Stephanie Law		X		
TOTAL # TEACHERS INSERVICED				108	64
(208 K-3 TEACHERS IN DISTRICT)				K-3	INT
(183 4-7 TEACHERS IN DISTRICT)					
TOTAL # TEACHERS INSERVICED BOTH PROGRAMS				172	

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APPENDIX 9

Excerpt from the ACEjournal - Vol. 5, Issue 1 - November 1989

A CURRICULUM OF CARING

Steps to Maturity Program

The Steps to Maturity Program in the Nanaimo School District has developed gradually since January, 1972, to a widely respected program throughout British Columbia and across Canada.
In consultation with an advisory committee and coordinator, Mrs. Joan Jakes, the program was designed to meet the needs of the community of Nanaimo.
The Steps to Maturity Program provides a wide variety of resources to assist teachers, students, and community personnel in nurturing healing attitudes and living skills in our society.

The Steps to Maturity Programs for 1989/90:

1. Personal Safety Programs
   - C.A.R.E. (Child Abuse Research and Education)
   - Feeling Yes/Feeling No: A sexual assault prevention program
   - Talking About Touching: A personal safety curriculum
   - Personal Safety & Decision making: A unit on prevention of sexual exploitation
2. Adolescent Development Lessons
3. Making Decisions: An approach to alcohol and drug prevention
4. Ministry Family Life Program
5. Supplementary Workshops and inservice on selected topics:
   - self esteem
   - communication skills
   - leading circle and class discussions
   - decision-making/problem-solving
   - brainstorming technique
   - community building activities

The program staff of Resource teachers and teaching assistants is presently funded by School District No. 68.
Staff duties include:

1. Provide workshops and courses for teachers to give them opportunities to share knowledge and develop skills.
2. Model interpersonal skills and demonstrate the use of learning materials in classrooms at the invitation of teachers.
3. Provide staffing to enable children and adult to learn in small group situations.
4. Review, purchase and distribute current resource materials to teachers, parents, and community groups.
5. Provide information meetings for parents and community groups.

The Steps to Maturity program has provided an excellent foundation for the implementation of the proposed Ministry of Education program, Health and Guidance, "Learning for Living."
The Steps to Maturity Program recognizes the shared responsibility between parents and teachers to impart to children and young adults adequate information and skills for living.

The community of Nanaimo believes that preventive education can best be achieved in the school system, as this is the one agency that most children attend.

The Steps to Maturity Program Goals

To strengthen personal and family living.
To bring the home and the school closer together to work for the benefit of each child.
To encourage personal responsibility and self discipline.
To help young and old to respect and appreciate differences in persons, cultures, ideals and values.
To encourage each other to develop his/her potential to contribute to the benefit of all.
To help each school class and community to become a place where people care about each other's needs.

APPENDIX 10

EVALRPT.WPS

TO: Ross White
Superintendent of Schools

FROM: Steps To Maturity Evaluation Committee

DATE: 1990.02.11

SUBJECT: Steps To Maturity Evaluation Committee's
Interim Report For Budgetary Consideration

The STM Evaluation Committee has been gathering information from school and community groups. We have received a very positive response towards the program generally. Negative comments received relate to current staffing levels that fail to meet todays needs and demands. The following recommendations, submitted early for your budget deliberations, reflect the growing needs of our schools, in this era of educational change and growth. The recommendations will be detailed in our final report.

Our preliminary report findings indicate in addition to current staff, a need for the STMP staff to include: 1. A Coordinator, 2. Increased Aide Time, 3. Increased Clerical Time.

RECOMMENDATIONS:

A. COORDINATOR

Rational:

1. Direct leadership to ensure continuity of all STM programs throughout the District; to ensure Personal Safety Programs (C.A.R.E., Yes/No, Talking About Touching, Personal Safety and Decision Making), Adolescent Development, Making Decisions, programs for elementary level and Ministry Mandated Family Life Programs for secondary level are in all schools and for every student; to ensure programs such as "self-esteem", "quality circles", community building, anger management, decision making for young children are provided. (Due to current staff levels these programs have been unavailable to many schools.)

2. During the transition period towards the Year 2000 with new requirements for teachers and new Learning For Living Curriculum, there will be a need to make decisions in the District about where Ministry mandated Safety Programs (elementary level), and Ministry mandated Family Life Programs (secondary level) will fit into the curriculum. There will be an urgent need to train and support teachers who are assigned to teach new materials.

3. To keep up with and screen new resources and materials as well as to increase the classroom teachers' awareness of those resources.

4. To ensure that community credibility is maintained and expanded such as the Advisory Board and parent input and involvement. (To "foster parents as partners" as in the new School Act.)

5. To supervise team development in hiring individuals who are philosophically harmonious and who are adequately trained.

B. INCREASED AIDE TIME

Rational:

1. To meet growing demands for current program and continuity throughout the district as well as to meet unmet needs. (To ensure ALL students receive STM and Ministry mandated programs.)

2. During implementation of New Programs, to ensure teacher training and support; to assist with organization of materials.

3. To provide increased public awareness and parent contacts through meetings, videos, newsletters and community group contacts.
   Community support and the fostering of parent involvement has been a corner-stone of STMP's success. In order to ensure continuing community support and parent involvement, provisions must always be made for the Steps staff to work with community and parent groups. New methods of outreach must be explored, e.g. T.V.

C. INCREASED CLERICAL TIME

Rational:

1. With the New Programs, it becomes even more crucial for teachers to have awareness of and access to prescreened resources. It is essential to ensure efficient, dependable delivery of materials.

CONCLUSION

While reflecting upon the proposed 1990-91 School Goals, it becomes evident that STMP will have a continuous, indeed expanding role to play in promoting a healthy quality of life, and meeting District and Ministry goals. If all students have access to STM programs which underscore decision making, those people will be better able to become "purposeful, inquiring, competent learners." (Intellectual Goal philosophy, District #68).

We look forward to sharing our complete report with you. We hope this preliminary report provides some input for your budget deliberations.

APPENDIX 11
LIST OF PRESENT STAFF

Sherry Agar, Teacher Aide

Lea Dreher, Secretary

Cathie Eck, Teacher Aide (on leave)

Susan Haist, Teacher Aide

Marie Hutton, Resource Teacher

Peter McCue, Resource Teacher

Muriel Mayner, Teacher Aide

APPENDIX 12

EXTENT OF RESOURCES

But he was only seventeen: the death of a friend

Children in Crisis: Death

Death and Dying: Closing the Circle

Discussing death: a guide to death education

Spring without Dad: coping with death

Talking about death

There is a rainbow behind every dark cloud

Time to live, A: a teacher's look at youth suicide

Interpreting Nonverbal Communications

Warmups manual, The: tools for working with groups

Feeling good about yourself: how to build self confidence

Finding friends, keeping friends

Let's begin: dimensions of personality

Liking me: building self esteem

Self-esteem, a family affair

How to develop self-confidence when you're not the fastest ...

A kid's guide to growing up

Children who Move

Girl's, Boys, Men and Women

Trouble with secrets, The

Who you are and what you are: understanding sex roles

Who you are and what you are: understanding sex roles

Feelings Grow Too

Teenage survival guide, the: coping with problems in everyday life

Then one year (rev. ed.)

"I Don't Know What To Do": decision making skills

Person to person: Learning to communicate

The Gentle Art of Saying No: principles of assertiveness

Dating: Coping with the pressures

Adolescent Conflict: Parents vs. Teens

Divorced kids: a candid and compassionate look at their needs

Families: Changing with the times

Families: Their forms and functions today

Getting used to Divorce

My parents are getting a divorce

Surviving your parents' divorce: a teenager's guide

Systematic training for effective parenting: parent's handbook

The Boys and Girls Book about Divorce

The family that changed: a child's book about divorce

What about the children? A divorced parent's handbook

Changing Work

Blueprint for Child Abuse Prevention: a comprehensive approach

Broken Trust

Child Abuse

Child Sexual Abuse: you can always say no!

Come tell me right away: a positive approach to warning children abt. sex. abuse

Feeling Safe, Feeling Strong: How to avoid sexual abuse & what to do ...

Feeling Yes, feeling No

Feeling Yes, Feeling No: a sexual assault prevention program (6-12 years)

Help yourself to safety: a guide to avoiding dangerous situations ...

It's my body: a book to teach young children how to resist uncomfortable touch

It's not your fault

Latchkey kids: special responsibilities

My body is private

Never say yes to a stranger: what your child must know to stay safe

No is not enough: helping teenagers avoid sexual assault

Personal Safety and Decision Making: a unit on prevention of sexual exploitation

Private Zone: a book teaching children sexual assault prevension tools

Protect your child from sexual abuse: a parent's guide

Protect your child: a parent's safeguard against child abduction

Resource kit on child abuse and neglect, A.

S.A.R.A. Kit: personal safety and sexual abuse prevention

SARA Educational Manual: preventive education on family violence

Sexual Abuse and Harassment: causes, prevention--coping

Sexual abuse prevention: a study for teenagers

Sexual abuse prevention: five safety rules for mentally handicapped persons

Sexual abuse: let's talk about it

Strangers don't look like the big bad wolf

The prevention of child abuse

The Silent Scream: the reality of sexual abuse

Top secret: a discussion guide

Touching problem with Sacha the bug, The

What everyone should know about the sexual abuse of children

Who is a stranger and what should I do?

Who would hurt a child?

Dropouts, pushouts and other casualties

Helping Skills: a basic training program

Mainstreaming readings and activities for counsellors and teachers

Managing common classroom problems: an ecological perspective

Seeds of thought for Canadian motivation

Tadpole 1

Tadpole 2

Bonny's Confession: an experience of racial prejudice

Boy to Man (rev.ed)

Girl to Woman

Growing Up--New Ed.

Sex education in Canada: a survey of policies and programs

Sex Education: a review of the literature from Canada, USA, Britain & Sweden

Sexual values: a matter of responsibility

Sexuality Education at Home: the caring parents

Sexuality: an education resource book

Teen pregnancy: the challenges we faced, the choices we made

Teenage Birth Control: Why it doesn't work

Teenage Pregnancy

Teenage pregnancy and prevention

When sex means trouble

You would if you loved me

Young, single and pregnant: a new perspective

Alcohol Education: Ten Lesson Plans for Grades 9 and 10

Being Healthy

Being Healthy

Health for Living: teacher's edition

Keeping Healthy

Aids

AIDS: The New Epidemic

AIDS: What Every Responsible Canadian Should Know

AIDS: What Young Adults Should Know

Boys and Sex

Do I want to be a parent? No? Ever?

Facing teenage pregnancy: a handbook for the pregnant teen

Girls and Sex

His Baby Too: problems of teenage pregnancy

Human Sexuality: values and choices

Methods of contraception: including reproductive anatomy and physiology

Preconception Health Kit

Alcohol Facts: For Teenagers Only

Decisions

Drug abuse

Drugs and you: everybody isn't doing it

Drugs: Values and decisions

How Can I Tell if I'm Hooked?

72

Kids and Drugs: a handbook for parents and professionals

Liquor policies for British Columbians

Michael Buckingham Presentation, May 1988

Substance Abuse Prevention Activities for Elementary Children

The long tunnel: alcoholism, addiction and recovery

You have a choice

Alcohol Education: Ten Lesson Plans for Grades 7 and 8